



Grade 3

Social Studies

Item Specifications

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Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

Grade 3 Social Studies Priority Standards

Knowledge of the Use of Tools and Social Science Inquiry

Grade 3 Social Studies: Priority Standard		3.TS.7.A.a
Theme Strand MLS	Identify, select, analyze, and evaluate resources to create a product of social science inquiry Knowledge of the use of tools and social science inquiry Select and analyze primary and secondary social studies sources to determine importance with guidance and support.	
<u>Expectation Unwrapped</u> With teacher assistance, students will be able to select sources on a given topic and determine the importance, relevance, and credibility of these sources. This could include selection and analysis of primary sources (photographs, prints, maps, short quotes, video recordings) and secondary sources (textbook, journal articles, and biographies).		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Primary Sources <ul style="list-style-type: none"> Diaries Interviews Letters Original documents Photographs Artifacts Secondary Sources <ul style="list-style-type: none"> Biographies Journal articles Textbooks Encyclopedias 		<u>Sample Stems</u> <ul style="list-style-type: none"> What makes one source better than another when you are investigating a question? Why is it important to rely on credible sources when you are doing research? Tell me what credible means when you are researching answers to questions? Is this source credible? How do you know?
<u>Stimulus Materials</u> Scenarios		

Grade 3 Social Studies: Priority Standard		3.TS.7.A.b	
Theme Strand MLS	Identify, select, analyze, and evaluate resources to create a product of social science inquiry		
	Knowledge of the use of tools and social science inquiry		
	Create and use artifacts to share information on social studies topics.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
Students will be provided a list of social studies topics (e.g., Dred Scott, Lewis and Clark Expedition, westward expansion, Civil War, slavery) and will create and use an artifact to share information about the given topic.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Artifacts:<ul style="list-style-type: none">Building structuresWorks of artFossilsPotteryToolsClothingMusical instruments		While looking at artifacts created by their peers: <ul style="list-style-type: none">What social studies topic does the artifact represent? How do you know?<ul style="list-style-type: none">Dred ScottLewis and Clark ExpeditionWestward ExpansionCivil WarSlaveryWhat part of Missouri History does this artifact represent? How do you know?	
<u>Stimulus Materials</u>			
Secondary sources, textbooks, primary sources, journal entries, internet, encyclopedias, media clips			

Grade 3 Social Studies: Priority Standard		3.TS.7.B.a																						
Theme Strand MLS	Use visual tools to communicate information and ideas Knowledge of the use of tools of social science inquiry With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.																							
<u>Expectation Unwrapped</u> With guidance and support, students will use visual tools (e.g., maps, graphs, charts, images) and informational text (e.g., textbooks, newspaper articles) to interpret, draw conclusions, make predictions, and communicate information and ideas (orally, written, and within a project).		<u>DOK Ceiling – 3</u>																						
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Test at a local level• Ideas for tools and informational text<ul style="list-style-type: none">○ Maps○ Graphs○ Images○ Nonfiction text○ Newspapers○ Magazine and journal articles○ Online resources○ Flyers		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced																						
<u>Stimulus Materials</u> Visual tools listed above		<u>Sample Stems</u> <ul style="list-style-type: none">• Looking at the chart, do you expect the value of Missouri Agriculture to have increased or decreased? How do you know? <div><p>The Value of Missouri Agriculture from 1925–2015</p><table border="1"><caption>The Value of Missouri Agriculture from 1925–2015</caption><thead><tr><th>Year</th><th>Value (billions of dollars)</th></tr></thead><tbody><tr><td>1925</td><td>0.2</td></tr><tr><td>1935</td><td>0.3</td></tr><tr><td>1945</td><td>0.5</td></tr><tr><td>1955</td><td>0.8</td></tr><tr><td>1965</td><td>1.2</td></tr><tr><td>1975</td><td>2.5</td></tr><tr><td>1985</td><td>3.5</td></tr><tr><td>1995</td><td>5.5</td></tr><tr><td>2005</td><td>8.0</td></tr><tr><td>2015</td><td>11.5</td></tr></tbody></table><p>This graph shows the value of Missouri agricultural products by decade since 1925. 1925–2015 Statistical Abstract of the United States (1925 to 1998) United States Department of Agriculture (1999 to 2015)</p></div> <ul style="list-style-type: none">• Sort the following resources by writing them in the appropriate section on the chart: <div><p>Types of Resources</p><pre>graph TD A[Types of Resources] --> B[natural] A --> C[capital] A --> D[human] B --- E[] C --- F[] D --- G[]</pre></div>	Year	Value (billions of dollars)	1925	0.2	1935	0.3	1945	0.5	1955	0.8	1965	1.2	1975	2.5	1985	3.5	1995	5.5	2005	8.0	2015	11.5
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Grade 3 Social Studies: Priority Standard		3.TS.7.C.a
Theme Strand MLS	Understanding and supporting fact, opinion, bias and point of view in sources Knowledge of the use of tools of social science inquiry Identify facts and opinions in social studies topics.	
<u>Expectation Unwrapped</u> Within a social studies topic, students will be able to recognize and distinguish the difference between fact and opinion. Fact: can be verified and proven Opinion: personal view that cannot be proven or verified and therefore does not hold certainty		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Give students a scenario or an informational text geared toward a social studies topic. The students will read the topic and determine whether the author was stating facts, opinions, or possibly both.Possible social studies topics could include, but are not limited to, Dred Scott, Lewis and Clark Expedition, westward expansion, Civil War, and slavery.		<u>Sample Stems</u> <ul style="list-style-type: none">In your own words, tell me what a fact is. In your own word, tell me what an opinion is?Which of the following is an opinion? How do you know?<ul style="list-style-type: none">Missouri has a population of over 6 million peopleMissouri is the best stateThe Missouri River is the longest tributary of the Mississippi RiverEvaluate the article. Was the author stating facts, opinions, or both? How do you know?
<u>Stimulus Materials</u> Primary sources, journal entries, pictures, textbooks, graphic organizers		

Grade 3 Social Studies: Priority Standard		3.TS.7.C.b
Theme Strand MLS	Understanding and supporting fact, opinion, bias and point of view in sources Knowledge of the use of tools of social science inquiry Identify point of view in social studies topics.	
<u>Expectation Unwrapped</u> Within a social studies topic, students will be able to determine the point of view (a person's position in relation to a subject or issue). This could include different perspectives or viewpoints on a given topic.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Different viewpoints of a social studies topic <ul style="list-style-type: none"> ○ The perspective of Dred Scott and the perspective of the court system in Missouri ○ The perspective of a Missourian who supported slavery and the perspective of a Missourian who opposed slavery ○ The perspective of a person who favored westward expansion and the perspective of a person who opposed westward expansion 		<u>Sample Stems</u> <ul style="list-style-type: none"> • Retell the story of the Little Red Riding Hood as if you were the wolf. How different is the story from the original? What accounts for those differences? • How does a person's life experience impact their understanding of facts and influence their opinions? • What was Dred Scott's perspective vs. Missouri's court system regarding his case? • What were the different perspectives surrounding slavery? • Why might someone oppose westward expansion?
<u>Stimulus Materials</u> Secondary sources, primary sources, journal entries, letters, video clips, graphic organizers, newspapers		

Grade 3 Social Studies: Priority Standard		3.TS.7.D.a
Theme	Conducting and presenting research with appropriate resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Present social studies research to an audience using appropriate sources.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
With assistance, students will conduct research using appropriate sources. With assistance, students will present the research to an appropriate audience.		<u>Item Format</u>
<u>Content Limits/Assessment Boundaries</u>		Constructed Response, Technology Enhanced
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Assess locallyDo not assess in an isolated situationConduct<ul style="list-style-type: none">Students will need to be taught how to locate appropriate sourcesPresent<ul style="list-style-type: none">Most important points (verbally, written, or within a project)		<u>Sample Stems</u> <ul style="list-style-type: none">Research a notable Missourian.What sources did you use? Why did you use that source?What impact did that person have on Missouri? What are she/he known for?What did you learn about making a presentation from completing this project? What will you do the same and what will you do differently the next time you make a presentation?
<u>Stimulus Materials</u>		
Primary sources, Internet (online databases), encyclopedias, magazines, journals, graphic organizers		

Grade 3 Social Studies: Priority Standard		3.TS.7.E.a
Theme	Developing a research plan and identifying resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Generate supporting questions about social studies topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to develop supporting questions to gain a deeper level of understanding of factual information in order to respond to a compelling question given by the teacher about a social studies research topic.		<u>Item Format</u> Constructed Response, Technology Enhanced
Supporting questions help guide the development of an inquiry by allowing students to gather descriptions, definitions, and processes on which there is general agreement within the disciplines of social studies.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Teacher-given compelling (broad) research question – student-created supporting questions that lead to a better understanding of the research topic<ul style="list-style-type: none">How do different customs and cultural traditions shape our state? (compelling)<ul style="list-style-type: none">What would be the customs of each region? (supporting)What would be the cultural traditions in each region? (supporting)Guided question for instruction: What additional information do you need in order to help you answer the compelling question?		<ul style="list-style-type: none">What do you want to know about ____?What else would you like to know?Interview someone about your topic? What new questions about ____ did those ideas create for you?
<u>Stimulus Materials</u>		
Primary sources, Internet (online databases), encyclopedias, magazines, journals, graphic organizers		

Grade 3 Social Studies: Priority Standard		3.TS.7.E.b
Theme	Developing a research plan and identifying resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Use steps in a process to investigate a social studies question.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to identify and demonstrate the steps in a research process to investigate a social studies question.		<u>Item Format</u> Selected Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Research process<ul style="list-style-type: none">Identify and develop your topic around your compelling question.Do preliminary search for information.Locate credible sources.Read your notes.Take notes and organize information using 3rd grade ELA standards.Create your final research project including a resource page.		<ul style="list-style-type: none">How can you find the answer to your question?Who could help you find answers?What steps do you need to take?How do you know if your source is credible?
<u>Stimulus Materials</u>		
Primary sources, Internet, encyclopedias, secondary sources		

Grade 3 Social Studies: Priority Standard		3.TS.7.E.c
Theme Strand MLS	Developing a research plan and identifying resources Knowledge of the use of tools of social science inquiry Use appropriate sources to investigate social studies questions.	
<u>Expectation Unwrapped</u> Students will identify and use appropriate primary and secondary sources to investigate a social studies question.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Primary sources<ul style="list-style-type: none">DiariesInterviewsLettersOriginal documentsPhotographsArtifactsSecondary sources<ul style="list-style-type: none">BiographiesJournal articlesTextbooksEncyclopedias		<u>Sample Stems</u> <ul style="list-style-type: none">Sort this list of sources into two categories: Primary Sources and Secondary sources.In your own words, what are primary sources?In your own words, what are secondary sources?Which of your sources will help you to determine the impact of the notable Missourian you are researching?
<u>Stimulus Materials</u> Teacher-provided topics and questions		

Grade 3 Social Studies: Priority Standard		3.TS.7.F.a
Theme	Conducting and presenting research with appropriate resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Investigate an appropriate social studies question and share results with assistance, if needed.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
With assistance (when needed), students will examine and utilize appropriate methods to answer a social studies question and share their results.		<u>Item Format</u>
<u>Content Limits/Assessment Boundaries</u>		Constructed Response, Technology Enhanced
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Investigate a question<ul style="list-style-type: none">Use a teacherPeople around meInternetEncyclopediaExpert in the fieldPresent information<ul style="list-style-type: none">Most important points (verbally, written, or within a project)		<u>Sample Stems</u> <ul style="list-style-type: none">What did you find out when researching the answer to your question?What source did you use to locate your answer?What was easy for you in search for answers and what was difficult? What will you do the same next time and what will you change about your research process?
<u>Stimulus Materials</u>		
See materials listed above.		

Grade 3 Social Studies History Content Standards

Knowledge of the Principles Expressed in Documents Shaping Constitutional Democracy in the United States

Grade 3 Social Studies: Content Standard		3.PC.1.B.a
Theme Strand MLS	Purposes and principles of the Constitution	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Explain and give examples of how laws are made and changed within the state.	
	<u>Expectation Unwrapped</u>	
Students will be able to identify and list the steps of how laws are made and changed within a state. This could include the explanation and understanding of the process in making and changing laws.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u>
		Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following:		<ul style="list-style-type: none">Which of the following steps would come first when making a law?<ul style="list-style-type: none">voting on a bill in the senatedrafting a billCongress overrides a vetoConstruct a flow chart demonstrating the order of steps one needs to take in order to make a law.What can someone do to change a law she/he disagrees with?
<ul style="list-style-type: none">Missouri government vocabulary (senators, representatives, governor, legislative, judicial, and executive branches, majority vote, veto, amend)Understanding the process in the development of the laws: drafting a bill, proposing a bill, moving the bill through the branches, vetoing or signing the bill into a law, voting on a law, petitioning to get a law on the ballotWays laws can be changed (through the courts, through passing different laws, through repeal)		
<u>Stimulus Materials</u>		
Proposed bill scenarios, flow charts, order of sequence, readings, online interactives about making laws		


Grade 3 Social Studies: Content Standard		3.PC.1.B.b
Theme Strand MLS	Purposes and principles of the Constitution	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Explain the major purposes of the Missouri Constitution.	
<u>Expectation Unwrapped</u> Students will be able to identify and explain the major purposes of the Missouri Constitution.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, answering the following questions: <ul style="list-style-type: none">• Why do we have the Missouri Constitution?• What are the major purposes of the Missouri Constitution?<ul style="list-style-type: none">○ Supreme law of Missouri○ Basic rights to citizens○ Set up state government		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain in your own words, what is a constitution?• Where did the idea of a constitution come from?• Why is constitution important? How does it help people?• What should we include in our class constitution?• Why do we have the Missouri Constitution?• When was the first Missouri Constitution written? Adopted?
<u>Stimulus Materials</u> Graphic organizers, primary-source readings, tables, excerpts from the Missouri Constitution		

Grade 3 Social Studies: Content Standard		3.PC.1.C.a
Theme Strand MLS	Purposes and principles of the Bill of Rights	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Examine how individual rights are protected within our state.	
	<u>Expectation Unwrapped</u>	
Students will be able to recognize and relate to their individual rights and explain how those rights are protected within our state. This could include the development of a logical argument based on the needs of individual rights.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u>
		Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Understanding the Missouri Constitution was written to protect the basic rights and freedoms of individuals, including:<ul style="list-style-type: none">Religious Freedom – allows a citizen to practice any religion they want or not to practice at allFreedom of Speech – allows a citizen to share their opinionRights of Peaceful Assembly – allows citizens to protest in public placesFreedom of the Press – allows media to write or tell facts about anything without asking the government for permissionRight to Petition – allows citizens to ask the government to fix a problem		<ul style="list-style-type: none">Express your freedom of speech by constructing a response to share your opinion.<ul style="list-style-type: none">Should kids get paid an allowance?Should people be limited on the amount of junk food they can buy?Is technology bad for friendships?Which of the following is a right protected by the state of Missouri?<ul style="list-style-type: none">Pet Ownership – you are allowed to own a petReligious Freedom – you are allowed to practice any religion you want or not to practice at allFood Freedom – you are allowed to purchase any food you want
<u>Stimulus Materials</u>		
Missouri Constitution, scenarios to encourage a debate, graphic organizers, diagrams		

Grade 3 Social Studies: Content Standard		3.PC.1.D.a
Theme Strand MLS	Role of citizens and governments in carrying out constitutional principles	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to assess how the State of Missouri relies on responsible citizen participation and construct ways for how the people should participate in their state government. This could include drawing conclusions about being a responsible citizen in the State of Missouri.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Understanding the responsibilities (obeying laws, paying taxes, jury duty, serve as a witness, register for the draft, voting) of citizens in the State of Missouri and how they promote responsible citizenship.		<ul style="list-style-type: none">Why is voting a responsibility of a good citizen?Which of the following is not a responsibility for citizens?<ul style="list-style-type: none">obeying lawspaying taxesvotingdoing choresbeing respectful of othersgathering and meetingWhy is it important for citizens in our state to fulfill their responsibilities?
<u>Stimulus Materials</u>		
Photographs, scenarios, stories, journals, newspapers		

Grade 3 Social Studies: Content Standard		3.PC.1.E.a
Theme Strand MLS	Character traits and civic attitudes of significant individuals	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Describe the character traits and civic attitudes of influential Missourians.	
<u>Expectation Unwrapped</u> Students will be able to identify and define the character traits and civic attitudes of influential Missourians. Character traits: a quality that makes a person or group of people unique or similar Civic attitude: civic minded, or related to the beliefs of people in relationship to their town, city, or local area		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Constructed Response
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Understand character trait and civic attitude.Identify civic-minded influential Missourians.<ul style="list-style-type: none">Examples may include, but are not limited to, the following:<ul style="list-style-type: none">Politicians: Harry S. Truman, John AshcroftArtists: Mark Twain, Laura Ingalls Wilder, Scott Joplin, Eugene FieldEducators and Innovators: George Washington Carver, Dred ScottDescribe the character traits that make them civic minded.		<u>Sample Stems</u> <ul style="list-style-type: none">Describe the character traits of ____ (influential Missourian).Which character trait marks an individual as civic minded?<ul style="list-style-type: none">philanthropistbossyintelligentWho is an example of a civic minded influential Missourian? Why was that person influential?
<u>Stimulus Materials</u> Photographs, journals, newspapers, stories, Venn diagrams		

Grade 3 Social Studies: Content Standard		3.PC.1.F.a
Theme Strand MLS	Knowledge of the symbols of our state and nation	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Explain how the National Anthem symbolizes our nation.	
<u>Expectation Unwrapped</u> Students will be able to identify, state, and explain how the National Anthem symbolizes our nation.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Read a first-hand account of the historical event associated with the lyrics of the national anthem.• Identify the lyrics of “The Star-Spangled Banner.”• Close read the lyrics of “The Star-Spangled Banner.”		<u>Sample Stems</u> <ul style="list-style-type: none">• What do the lyrics of our National Anthem mean?• What does the National Anthem symbolize?<ul style="list-style-type: none">○ war○ stars○ patriotism○ obedience• What other national songs also symbolize our nation? (America the Beautiful, This Land is Your Land, God Bless America, etc.)
<u>Stimulus Materials</u> Copy of “The Star-Spangled Banner,” photographs, audio recordings		

Grade 3 Social Studies: Content Standard		3.PC.1.F.b
Theme	Knowledge of the symbols of our state and nation	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to recognize and identify state symbols and explain their significance in the state of Missouri.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following symbols that represent the history and values of our state and people: <ul style="list-style-type: none"> • Gateway Arch (symbolizes the gateway to the west) • Great Seal of Missouri (symbolizes the courage and strength of Missourians) • State flag of Missouri 		<ul style="list-style-type: none"> • What is the following symbol? <ul style="list-style-type: none"> ○ Gateway Arch ○ Great Seal of Missouri ○ Park Service
<u>Stimulus Materials</u>		
Photographs, videos, websites		 <ul style="list-style-type: none"> • What does the Gateway Arch symbolize and why is it significant in the state of Missouri? • Describe the elements of the Seal of Missouri. What does each part symbolize? • What message or Big Idea does each of these symbols express?

Knowledge of Principles and Processes of Governance Systems

Grade 3 Social Studies: Content Standard		3.GS.2.A.a
Theme Strand MLS	Purposes and roles of government	
	Knowledge of principles and processes of governance systems	
	Explain how governments balance individual rights with common good to solve local community or state issues.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to explain how governments protect individual rights as set forth in the constitution, while looking at the community as a whole to solve local or state issues.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to the following: <ul style="list-style-type: none">• Review vocabulary: individual rights, common good• Give examples of when personal freedoms are limited for the common good (limitations on right to bear arms, limitations on freedom of speech).• Give examples of situations that would harm the common good and be good for the common good (e.g., what are the person’s rights to say they disagree with having a sewer plant next to a school?).• Develop a logical argument for why individual rights are limited.		<ul style="list-style-type: none">• In your own words, explain what the term individual right means.• In your own words, explain what the term common good means.• How do these two ideas fit together in our classroom?• This is something that is shared and beneficial for all or most members of a community:<ul style="list-style-type: none">○ individual rights○ common good○ responsibility• Why did you choose this answer?• Give an example of when individual rights are limited. Why does this happen?
<u>Stimulus Materials</u>		
Pictures, Venn diagrams, common-good scenarios, cause-and-effect diagrams		

Grade 3 Social Studies: Content Standard		3.GS.2.B.a
Theme	Dispute resolution	
Strand	Knowledge of principles and processes of governance systems	
MLS	Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to analyze how disagreements can be resolved locally and within the court system. This could include disagreements with local authorities, such as parents, teachers, principals, and local government officials.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Content vocabulary <ul style="list-style-type: none"> ○ Disputes ○ Resolution ○ Authority • Authorities <ul style="list-style-type: none"> ○ Parents ○ Teachers ○ Principals ○ Local government officials • Peaceful Missouri resolutions 		<ul style="list-style-type: none"> • Construct a flow chart illustrating in what order you would utilize various authorities in an attempt to resolve a conflict with your classmate. • In which situation would it be best to contact an authority immediately rather than try to resolve conflict directly with the other classmate? <ul style="list-style-type: none"> ○ you are angry ○ someone is in danger ○ your feelings are hurt • Construct a flow chart illustrating in what order you would utilize various authorities to resolve a dispute with your neighbor.
<u>Stimulus Materials</u>		
Graphic organizers, cause-and-effect diagrams, T-charts, flow charts of authority		

Grade 3 Social Studies: Content Standard		3.GS.2.C.a
Theme Strand MLS	Processes of governmental systems in decision making	
	Knowledge of principles and processes of governance systems	
	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to understand and make sense of the following processes within the state of Missouri: <ul style="list-style-type: none">• How authoritative decisions are made• How authoritative decisions are enforced• How authoritative decisions are interpreted This could include decisions made across historical time periods and/or in current events.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Identify landmark historical Missouri events (e.g., Dred Scott case)• Apply the process to current events Note to Educators: See a wealth of elementary level, quality resources and materials at: https://www.courts.mo.gov/CivicEducation/presentations		<ul style="list-style-type: none">• What are authoritative decisions?• Who makes authoritative decisions?• Which branch is responsible for enforcing authoritative decisions?<ul style="list-style-type: none">○ executive branch○ judicial branch○ legislative branch• Why would interpretations matter?
<u>Stimulus Materials</u>		
Graphic organizers, order of sequence, flow charts, cause-and-effect diagrams		

Grade 3 Social Studies: Content Standard		3.GS.2.D.a
Theme Strand MLS	Functions of governmental systems	
	Knowledge of principles and processes of governance systems	
	Identify and explain the functions of the three branches of government in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to identify the three branches of government in Missouri and explain the duties and responsibilities of each branch. This could include describing how power is balanced among the three branches of government.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Review vocabulary (general assembly, senators, senate, house of representatives, representatives, governor, executive, legislative, and judicial branches)• Explain the checks and balances within the branches of government.• Identify the three branches of government.• Explain the key duties of each branch:<ul style="list-style-type: none">○ Executive – enforce laws○ Legislative – make laws○ Judicial – interpret laws		<ul style="list-style-type: none">• How are the three branches of government different, but connected?• What jobs are there in the executive branch?• What does the judicial branch do?• What branch are senators and representatives part of?<ul style="list-style-type: none">○ executive branch○ judicial branch○ legislative branch• Why do we have three branches in our state and national governments? What is the idea behind that plan?
<u>Stimulus Materials</u>		
Graphic organizers, flow charts, Venn diagrams		

Knowledge of Continuity and Change in the History of Missouri and the United States

Grade 3 Social Studies: Content Standard		3.H.3.A.a
Theme Strand MLS	Understand the movement of people from many regions of the world to North America	
	Knowledge of continuity and change in the history of Missouri and the United States	
	Describe the migration of Native Americans to Missouri prior to European settlement in the state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to explain why Native Americans migrated to Missouri prior to the settlement of Europeans.		<u>Item Format</u> Selected Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Major Native American groups prior to European settlement (Adena, Hopewell, Mississippian, and Mound Builders)• Reasons for movement (food, shelter, water)• Content vocabulary: hunter and gatherer		<ul style="list-style-type: none">• Why did Native Americans migrate to Missouri?• How did they get here? Where did they come from? Use a map to explain your answers.• Describe the culture of one Native American tribe that lived in Missouri prior to European settlement. (Note: This could be an individual or group project, with the culmination being a visual collection of the various Native American groups which called Missouri home, prior to the arrival of the Europeans)
<u>Stimulus Materials</u>		
Timelines, maps, photographs, artifacts		

Grade 3 Social Studies: Content Standard		3.H.3.A.b
Theme	Understand the movement of people from many regions of the world to North America	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Describe the discovery, exploration and early settlement of Missouri by European immigrants.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to describe European immigrant interaction in Missouri through the following: <ul style="list-style-type: none">• Apply the idea of push and pull to European immigration• Discovery• Exploration• Early settlement		<u>Item Format</u> Selected Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• What was the first town west of the Mississippi which was settled by European immigrants?<ul style="list-style-type: none">○ St. Charles○ St. Genevieve○ St. Louis• Why would St. Genevieve, St. Charles, and St. Louis have been ideal locations for Europeans to live? Use a map to explain your answer.• How did European immigrants end up in Missouri? Consider their reasons for leaving their European homes as well as reasons Missouri appealed to them.
<u>Stimulus Materials</u>		
Timelines, cause-and-effect diagrams, sequences of events		

Grade 3 Social Studies: Content Standard		3.H.3.A.c
Theme Strand MLS	Understand the movement of people from many regions of the world to North America Knowledge of continuity and change in the history of Missouri and the United States Describe the reasons African peoples were enslaved and brought to Missouri.	
<u>Expectation Unwrapped</u> Students will be able to state the reasons African peoples were enslaved and why they were brought to Missouri.		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Reasons for African peoples’ enslavement: Many Native Americans had died of European diseases, so their numbers were diminished, Location of West African Ports on Atlantic coast, Disunity/competition among West African kingdomsReasons African peoples were enslaved and brought to Missouri: ‘demand’ for free labor, land, natural resources, climate, farms, domestic reasons, factory workers		<u>Sample Stems</u> <ul style="list-style-type: none">Why were African people enslaved?What reasons were there for bringing African people to Missouri in the nineteenth century?
<u>Stimulus Materials</u> Journal entries, slavery broadsides, photographs, maps		

Grade 3 Social Studies: Content Standard		3.H.3.B.a
Theme Strand MLS	Historical perspective / Thinking / Passage of time	
	Knowledge of continuity and change in the history of Missouri and the United States	
	Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to differentiate the positive and negative cultural interactions between the following groups in Missouri: <ul style="list-style-type: none">• Native Americans• European immigrants• Enslaved African Americans• Free African Americans		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• Why is the War of 1812 sometimes called the Second War for Independence?• What cultures were involved in the Trail of Tears? Why is it called the Trail of Tears?• Explain elements of Missouri culture today, which came from interactions between Native Americans, European immigrants and enslaved and free African Americans. Consider food, music, holidays, clothing, languages etc. How is our state enriched by those interactions?
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• War of 1812• Native American movement west (e.g., Cherokee Trail of Tears)• Dred Scott case• Slave trade• Interactions resulting in new cultural developments: food, music, literature etc.		
This could include describing the conflicts that arose due to cultural differences between these groups as well as positive interactions or outcomes resulting from the interaction of people in those groups.		
<u>Stimulus Materials</u>		
Cause-and-effect diagrams, Venn diagrams, photographs, letters, journal entries, cartoons, timelines		

Grade 3 Social Studies: Content Standard		3.H.3.B.b
Theme Strand MLS	Historical perspective / Thinking / Passage of time	
	Knowledge of continuity and change in the history of Missouri and the United States	
	Examine changing cultural interactions and conflicts among Missourians after the Civil War.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to differentiate how cultural interaction among Missourians changed after the Civil War in both positive and negative ways.		<u>Item Format</u> Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• In your own words, what does it mean to be emancipated?• How did Missouri’s geography affect people after the Civil War?• Why were there so many different opinions about the Civil War and its outcome among Missourians?• When slaves were emancipated after the Civil War, what struggles did the newly freed people face?• What positive and negative cultural interactions occurred between different groups of people in Missouri?
<u>Stimulus Materials</u> Venn diagrams, cause-and-effect charts, political cartoons, photographs, timelines, maps, journal entries, letters, newspapers		

Grade 3 Social Studies: Content Standard		3.H.3.C.a
Theme	Knowledge of the contributions of significant persons in U.S. history	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to identify Missouri citizens who have made contributions to our state and country and describe the historical significance of their contributions.		<u>Item Format</u> Constructed Response, Short Answer, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> Identify and describe the contributions of, the following: <ul style="list-style-type: none"> Lewis and Clark George Washington Carver Laura Ingalls Wilder Mark Twain Harry S. Truman Thomas Hart Benton 		<ul style="list-style-type: none"> Where should we go to find accurate information about X? What did George Washington Carver invent? What historical significance does Laura Ingalls Wilder have? What is Mark Twain known for? Who was Harry S. Truman? Why do we honor X? What common characteristics exist among these notable Missourians? What are the three most important facts to know about X as a historic Missourian? What makes each of those facts significant?
<u>Stimulus Materials</u>		
Photographs, short stories, biographies, autobiographies, newspapers, letters, journals		

Grade 3 Social Studies: Content Standard		3.H.3.E.a
Theme	Political developments and reform movements in the U.S.	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to: <ul style="list-style-type: none">• Give events that led to the Dred Scott case.• Explain the Dred Scott decision.• Describe the consequences of the Dred Scott case on Missouri and the nation.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• In your own words, summarize the story of Dred Scott.• Why did Dred Scott sue his owner?• Did Dred Scott win the case?• What impact did the Dred Scott case have on Missouri? The nation?• How did the Dred Scot decision relate to the Missouri Compromise?
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Events that led to the case: Dred Scott lived in a free state for more than ten years and believed when he went back to Missouri, he should be free. Dr. John Emerson was Dred Scott’s owner and did not believe that he should be free. Dred Scott attempted to sue for his freedom because he had been taken by his owners to free states and territories.• Dred Scott decision: The Supreme Court decided that once a person is a slave, they could never be a US citizen nor bring suit in US courts.• Consequences: The decision was one of the causes of the Civil War, and it declared the Missouri Compromise unlawful.		
<u>Stimulus Materials</u>		
Graphic organizers, cause-and-effect charts, Venn diagrams, timelines, flow charts, maps		

Grade 3 Social Studies: Content Standard		3.H.3.F.a
Theme Strand MLS	Westward Expansion and settlement in the U.S. Knowledge of continuity and change in the history of Missouri and the United States Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.	
<u>Expectation Unwrapped</u> Students will be able to identify and explain the importance of the Louisiana Purchase and the expedition of Lewis and Clark.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Who? President Thomas Jefferson purchased from France• When? 1803• What? Louisiana Territory, over six million acres for \$15 million• Why? Thomas Jefferson wanted to double the size of the United States and purchasing this territory would allow this to happen• Where? Missouri was a part of the purchase; from the Mississippi River to the Rocky Mountains		<u>Sample Stems</u> <ul style="list-style-type: none">• Locate the United States on a map from 1799. Locate our modern state of Missouri on a blank US map. Where are the Mississippi River and the Missouri River on that map?• What were the boundaries of the Louisiana Purchase? Why might the United States have wanted that land? Why did France want to sell it?• Who was involved in the Louisiana Purchase? How much land was purchased? Why did Thomas Jefferson purchase the land?• How is the Louisiana Purchase related to the Lewis and Clark expedition?
<u>Stimulus Materials</u> Cause-and-effect charts, maps, photographs (sketches), journal entries, letters, historical documents, timelines		

Grade 3 Social Studies: Content Standard		3.H.3.F.b
Theme	Westward Expansion and settlement in the U.S.	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Evaluate the impact of westward expansion on the Native Americans in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to weigh the effects of westward expansion on the Native Americans in Missouri.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• How did the westward expansion impact Native Americans in Missouri?• How did changing technology impact the cultures of Native Americans in Missouri?• Why were Native Americans relocated?
Content may include, but is not limited to: <ul style="list-style-type: none">• Trail of Tears• Factors that led to the forced relocation of Native Americans• Extermination of the Buffalo• Use of barbed wire• Role of the telegraph		
<u>Stimulus Materials</u>		
Graphic organizers, T-charts, flow charts, photographs, journal entries, maps, letters, timelines		

Grade 3 Social Studies: Content Standard		3.H.3.F.c
Theme Strand MLS	Westward Expansion and settlement in the U.S.	
	Knowledge of continuity and change in the history of Missouri and the United States	
	Discuss issues of Missouri statehood.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to explain how Missouri became a state. This could include the issues Missouri encountered when becoming a state.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• War of 1812• Missouri Compromise<ul style="list-style-type: none">○ Asked to become a slave state in 1819○ Missouri entered as a slave state and Maine entered as a free state○ Slave states not allowed north of the imaginary line along the Missouri’s southern border○ Created by Kentucky Senator Henry Clay• 1821 Missouri became the 24th state in the Union• Missouri Constitution was written in St. Charles, while they were awaiting the building of the capital in Jefferson City		<ul style="list-style-type: none">• Create a timeline that illustrates important events leading up to Missouri becoming a state.• When did Missouri become a state?<ul style="list-style-type: none">○ 1749○ 1821○ 1920○ 1965• How is Missouri statehood tied to the Missouri Compromise, Dred Scot case and the Civil War?
<u>Stimulus Materials</u>		
Maps, photographs, excerpts of primary sources or the Missouri Compromise, timelines, graphic organizers, cause-and-effect charts		

Grade 3 Social Studies: Content Standard		3.H.3.G.a
Theme	Understanding the causes and consequences of the Civil War	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Explain Missouri’s role in the Civil War, including the concept of a border state.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to explain Missouri’s role in the Civil War. This includes the concept of Missouri being a border state (state forms the division between the free and slave states) and how Missourians had divided loyalties.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">Northern states (factory based) versus Southern states (farming)Vocabulary<ul style="list-style-type: none">Civil War – war between people of the same countrySecede – to leaveConfederate States of America – states that seceded from the UnionUnion – states that stayed in the United StatesBorder state between the North and the South<ul style="list-style-type: none">Missouri stayed in the Union, but some Missourians fought for the Union while others fought for the Confederates.Missouri was a slave state (Missouri Compromise), which seemed contradictory to fighting for the Union.African Americans were also able to fight for the Union.Slavery<ul style="list-style-type: none">Most people didn’t have slaves in Missouri.Slaves in Missouri worked on small farms.		<ul style="list-style-type: none">What was a border state during the Civil War?a slave state that bordered the northern free states and was considered part of the Uniona state that bordered Missouria state that was along the border of the USExplain why Missouri being a border state may have impacted unity within the state.Did Missourians fight for the Union or the Confederates?What was the Missouri Compromise?
<u>Stimulus Materials</u>		
Maps, photographs, journal entries, letters, maps, timelines, newspapers, graphic organizers, cause- and-effect diagrams		

Grade 3 Social Studies: Content Standard		3.H.3.G.b
Theme Strand MLS	Understanding the causes and consequences of the Civil War	
	Knowledge of continuity and change in the history of Missouri and the United States	
	Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to explain the effects of the Civil War in Missouri on the following: <ul style="list-style-type: none">• Education• Transportation• Communication		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Westward expansion• Expansion of Railroads• Submarines• Telegraph• Pony Express• Expansion of public education (more one-room schoolhouses/establishment of African American schools)		<ul style="list-style-type: none">• How did the Civil War change transportation?• How did the invention of the telegraph impact the Civil War?• Why did most major Civil War battles take place near railroads?<ul style="list-style-type: none">○ coincidence○ troops often worked on the railroad in between battles○ railroads provided troops with supplies they needed so they didn't travel far• How did technology impact the Civil War?
<u>Stimulus Materials</u>		
Maps, photographs, graphic organizers, cause-and-effect diagrams, flow charts		



Knowledge of Economic Concepts and Principles

Grade 3 Social Studies: Content Standard		3.E.4.A.a
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Compare and contrast private and public goods and services.	
<p align="center"><u>Expectation Unwrapped</u></p> <p>Students will be able to define private goods, public goods, and services. Then, students will be able to do the following:</p> <ul style="list-style-type: none"> • Compare and contrast public goods and private goods • Compare and contrast private goods and services • Compare and contrast public goods and services 		<p align="center"><u>DOK Ceiling – 3</u></p> <p align="center"><u>Item Format</u></p> <p align="center">Selected Response, Constructed Response, Technology Enhanced</p>
<p align="center"><u>Content Limits/Assessment Boundaries</u></p> <p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Content Vocabulary <ul style="list-style-type: none"> ○ Services: activities performed by people, businesses, or governments to satisfy economic wants and needs ○ Public Goods: goods or services that cannot be withheld from customers who refuse to pay for them (non-exclusion) and where the consumption of products or services by one person does not reduce its usefulness to others. (e.g., national defense, street lighting, flood control, public safety, and fire protection in a crowded neighborhood) 		<p align="center"><u>Sample Stems</u></p> <ul style="list-style-type: none"> • Which of the following items are private goods? <ul style="list-style-type: none"> ○ clothes ○ bridges ○ roads ○ makeup ○ air ○ cars • What services are provided within your community? What are goods found in your community? • In your own words, explain the difference between goods and services?
<p align="center"><u>Stimulus Materials</u></p> <p>T-charts, graphic organizers, mind maps</p>		

Grade 3 Social Studies: Content Standard		3.E.4.A.b
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Define natural, capital and human resources.	
<u>Expectation Unwrapped</u> Students will be able to define and give examples of the following terms: <ul style="list-style-type: none">Natural resourcesCapital resourcesHuman resources		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Short Answer
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Content Vocabulary:<ul style="list-style-type: none">Natural resources – gifts of nature (e.g., land, trees, water, fish, petroleum, mineral deposits, fertile soils, and favorable climatic conditions for growing crops) that are used to produce goods and servicesCapital resources – goods, often called capital goods, that are used to produce other goods and services (e.g., buildings, equipment, machinery, tools, ports, dams)Human resources – the quantity and quality of human effort directed to the production of goods and services (One type of human resource is entrepreneur. An entrepreneur is a person who assumes the risk of organizing productive resources to produce goods and services.)		<u>Sample Stems</u> <ul style="list-style-type: none">Which of the following are capital resources?<ul style="list-style-type: none">police officersoillawn mowerminersunlightdeskIn your own words, what is a natural resource?In your own words, what is a capital resource?In your own words, define human resource.
<u>Stimulus Materials</u> Compare-and-contrast charts, pictures, T-charts, mind maps, flow charts		

Grade 3 Social Studies: Content Standard		3.E.4.A.c
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Define economy.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to define and give examples of economy.		<u>Item Format</u> Selected Response, Constructed Response
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Content vocabulary:<ul style="list-style-type: none">Economy – the process or system by which goods and services are produced, sold, and bought in a country or region (the use of money, resources)The process or system by which goods and services are produced, sold, and bought in a country or region. This includes the use of money, resources or bartering		<u>Sample Stems</u> <ul style="list-style-type: none">In your own words, what does the word economy mean?What is an example of economy?How is your life affected by economics?
<u>Stimulus Materials</u> Primary sources, pictures, charts, graphs		

Grade 3 Social Studies: Content Standard		3.E.4.A.d
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Explain supply and demand.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to explain the process of supply and demand, including how it affects the cost of an item.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">Content vocabulary<ul style="list-style-type: none">Demand: the different quantities of a resource, good, or service that will be purchased at various prices during a given period of timeSupply: the different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specified time periodExamples<ul style="list-style-type: none">Demand: The lower the price of a good or service, the more it would be purchased; the higher the price, the less it would be purchased.Supply: Having more availability or quantity of an item increases the possibility it will be offered on sale.		<ul style="list-style-type: none">When demand for a good goes up, what is likely to happen to the price? Explain your answer.<ul style="list-style-type: none">the price will go upthe price will go downthe price will stay the sameExplain why a store might have a sale on a given product.Write a story in which supply and demand affect your life. Identify each element.
<u>Stimulus Materials</u>		
Graphic organizers, compare-and-contrast charts, scenarios, product ads, flow charts		

Grade 3 Social Studies: Content Standard		3.E.4.B.a
Theme	Understanding the consequences of economic decisions	
Strand	Knowledge of economic concepts and principles	
MLS	Conduct a personal cost-benefit analysis.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to formulate a cost-benefit analysis by describing the costs and benefits of a personal decision and evaluating whether the benefits outweigh the cost in terms of what best fits their needs and wants.		<u>Item Format</u> Constructed Response
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Content vocabulary<ul style="list-style-type: none">○ Cost-benefits: value of choice and what was given to get it• Scenarios leading students to analyze pros and cons of cost-benefits for personal items		<ul style="list-style-type: none">• Which would you choose? What’s the cost and what’s the benefit? <div></div>
<u>Stimulus Materials</u>		
Ads for products, scenarios, compare-and-contrast charts, pros-and-cons charts		<ul style="list-style-type: none">• Think of a time where you had to make a personal decision where you considered costs and benefits of your decision. Tell your neighbor the story. Can you neighbor identify the elements of your cost benefit analysis?

Grade 3 Social Studies: Content Standard		3.E.4.C.a
Theme	Understanding various types of taxes and their purposes	
Strand	Knowledge of economic concepts and principles	
MLS	Define taxes and explain how taxes are generated and used.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to do the following: <ul style="list-style-type: none">• Define tax.• Explain how taxes are generated.• Explain how taxes are used.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• What is tax? (fees imposed by the government on people or property for public purposes)<ul style="list-style-type: none">○ money the government gives you○ an optional fee• How are taxes used?• Listen to the following story, raise your hand every time taxes are important. (Teacher generates a story with 8-10 examples where taxes are important i.e., This morning when I got on the school bus, we traveled over a bumpy road...)
<u>Stimulus Materials</u> Graphic organizers, flow charts, Venn diagrams, photographs, examples and non-examples, receipts, tax forms		

Grade 3 Social Studies: Content Standard		3.E.4.D.a
Theme Strand MLS	Factors that influence the economy	
	Knowledge of economic concepts and principles	
	Explain factors, past and present, that influence changes in our state’s economy.	
	<u>Expectation Unwrapped</u>	
Students will be able to do the following:		<u>DOK Ceiling – 3</u>
<ul style="list-style-type: none">• Explain past factors that influenced changes in our state’s economy.• Explain present factors that influenced changes in our state’s economy.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, influences that changed Missouri’s economy:		<ul style="list-style-type: none">• How did westward expansion impact the economy?• How did the government attempt to boost the economy during the Covid pandemic?• sent stimulus checks to families• asked people to stay home• closed restaurants down• How did the Pony Express impact Missouri’s economy?
<ul style="list-style-type: none">• Past factors<ul style="list-style-type: none">○ Great Depression○ Civil War○ Westward expansion○ Industrial Revolution• Present factors<ul style="list-style-type: none">○ Transportation (rivers, trains, airports)○ Politics○ Industry○ Growth and decline of cities and towns		
<u>Stimulus Materials</u>		
Graphic organizers, Venn diagrams, cause-and-effect charts, compare and contrast charts, timelines, maps, primary sources, pictures (before and after photos of cities and towns)		

Knowledge of Major Elements of Geographical Study and Analysis and their Relationship to Changes in Society and the Environment

Grade 3 Social Studies: Content Standard		3.EG.5.A.a
Theme Strand	Reading and constructing maps	
	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Read and construct historical and current maps.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to interpret and design historical and current maps. This could include recognizing historical and present day maps of the state of Missouri and having a frame of reference of Missouri in relation to the United States.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Historical (how these events shaped the Missouri Territory and eventually the state of Missouri)<ul style="list-style-type: none">○ Westward expansion○ Louisiana Purchase○ Missouri statehood• Present Day<ul style="list-style-type: none">○ 5 Regions in Missouri○ Map keys (e.g., title, directions)		<ul style="list-style-type: none">• Use a Map of the Trail of Tears showing where the following Native American tribes originated and settled after the Indian Removal Act:<ul style="list-style-type: none">○ Cherokee, Choctaw, Seminole, Chickasaw, Creek• Which Native American tribes traveled through Missouri? Where did they live at first? In what state was their new Indian Territory located?• Plan a road trip to Missouri locations. Use a map to plan your drive. Figure the direction and distances you will travel.
<u>Stimulus Materials</u>		
Primary sources, maps, pictures		

Grade 3 Social Studies: Content Standard		3.EG.5.B.a
Theme Strand	Understanding the concept of location to make predictions and solve problems	
	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Name and locate major cities, rivers, regions, and states which border Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to name and locate the following places in and around the state of Missouri: <ul style="list-style-type: none">Major citiesRiversRegionsBordering states		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following places: <ul style="list-style-type: none">Major cities: St. Louis, Kansas City, Jefferson City, Springfield, St. Joseph, IndependenceRivers: Mississippi River, Missouri RiverRegions: Glaciated Till Plain, Osage Plains, Alluvial River Plain, Ozark Highlands, and Mississippi LowlandsBorder states: Iowa, Kansas, Nebraska, Arkansas, Illinois, Kentucky, Tennessee, and Oklahoma		Label the following locations on the map: <ul style="list-style-type: none">St. LouisKansas CityJefferson CitySpringfieldSt. JosephIndependenceMissouri RiverMississippi River
<u>Stimulus Materials</u>		
Primary sources, maps, pictures of major cities or rivers		

Grade 3 Social Studies: Content Standard		3.EG.5.B.b
Theme	Understanding the concept of location to make predictions and solve problems	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe and use absolute location using a grid system.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to use a grid system to identify the location of objects and places by using absolute location. Students should be able to define and identify latitude and longitude.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Vertical and horizontal lines• Latitude and Longitude• Whole numbers• Locating places on a grid system (e.g., cities, states, countries, a bank, a school, a library, a park, a post office)		<ul style="list-style-type: none">• What country is located at 37° N, 95° W?• What coordinates would I find Spain on the globe?• What is a place you would like to visit? Find its location. Describe the steps you used to identify that location.
<u>Stimulus Materials</u>		
Primary sources, maps, pictures		


Grade 3 Social Studies: Content Standard		3.EG.5.C.a
Theme Strand MLS	Understanding the concept of place Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment Identify and compare physical geographic characteristics of Missouri.	
<u>Expectation Unwrapped</u> Students will be able to identify and compare physical geographic characteristics of Missouri. This could include comparing and contrasting physical geographic characteristics of the five regions in Missouri.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following physical geographic characteristics: <ul style="list-style-type: none">• Climate<ul style="list-style-type: none">○ Temperature○ Precipitation• Topography<ul style="list-style-type: none">○ Landforms○ Natural vegetation○ Animal life• Relationship to water and ecosystems<ul style="list-style-type: none">○ Soil○ Animal life		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain which topographical features can be found in Missouri’s five regions.• Using a Venn diagram, compare and contrast animal life in Missouri’s Glaciated Till Plain vs. the Mississippi Lowlands.• Make an illustrated chart to show the physical geographic characteristics of Missouri.
<u>Stimulus Materials</u> Graphic organizers, compare-and-contrast charts, Venn diagrams, cause-and-effect charts, primary sources, maps, photographs, secondary readings		

Grade 3 Social Studies: Content Standard		3.EG.5.C.b
Theme	Understanding the concept of place	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe human geographic characteristics of Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to describe human geographic characteristics (how human activity affects or is influenced by the earth’s surface) of Missouri. This could include the study of people, communities, architecture, or cultures of a place.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Human geographic characteristics<ul style="list-style-type: none">○ Populations; population densities; ethnic makeup; the languages most commonly spoken; dominant religions; forms of economic, social, and political organization• People<ul style="list-style-type: none">○ Comparing large cities to smaller rural areas, how people interact with physical geographical features• Community<ul style="list-style-type: none">○ Ethnic backgrounds, similar beliefs, shared history• Culture<ul style="list-style-type: none">○ What a group of people believes, how a group of people expresses those beliefs, how different cultures interact with each other		<ul style="list-style-type: none">• Locate these cities on a Missouri map. Which location has the highest population in Missouri?• St. Louis, Cape Girardeau, Joplin, Jefferson City, Kansas City, your town.• What languages are spoken in our community? Why do people speak those languages within our community?• Research these pictures of Missouri people at these sites within our state. Write a paragraph which explains where this site is and why it is important in Missouri. Place your picture and paragraph on our big wall map of Missouri.
<u>Stimulus Materials</u>		
Primary sources, pictures, maps, journals		

Grade 3 Social Studies: Content Standard		3.EG.5.D.a
Theme	Relationships within places Human – Environment Interactions	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	
Expectation Unwrapped		DOK Ceiling – 3
Students will be able to describe how people of Missouri are affected by, depend on, adapt to, and change their physical environments.		Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries		Sample Stems
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Are affected by: living on the Great Plains, first settlers adapted to growing their own food • Depend on: rivers (transportation), agriculture, weather, soil • Adapt to: heat, cold • Change: levees for floods, dams (power source, flood control, recreation) 		<ul style="list-style-type: none"> • How did the creation of the Bagnell Dam impact the people of Missouri? Was it a good decision or a bad one? Support your answer. • What is significant about Missouri's capital city? • What geographic factors made St. Louis and Kansas City grow so large? <ul style="list-style-type: none"> ○ it is located near the middle of the state ○ it is located near where two major rivers meet ○ It is located on a plain
Stimulus Materials		
Graphic organizers, cause-and-effect charts, sequences, compare-and-contrast charts, Venn diagrams, primary sources, pictures		



Grade 3 Social Studies: Content Standard		3.EG.5.E.a
Theme	Understanding relationships between and among places	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Describe how changes in communication and transportation technologies affect people’s lives.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to identify significant changes in communication and transportation technologies and explain how those changes affected people’s lives.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Communication<ul style="list-style-type: none">○ The telephone allows people to talk to anyone around the world.○ Cell phones allow people to talk to anyone anywhere.○ The radio allows people to listen to broadcast.○ Television allows people to watch broadcast.○ The Internet allows people to get information immediately.• Transportation<ul style="list-style-type: none">○ Railroads deliver goods faster at a lower price.○ Cars move people from one place to another faster.○ Highways allow people to move goods throughout the US.○ Airports link one city to another in the United States or the world.• Mail<ul style="list-style-type: none">○ Pony Express was done on horseback.○ The Post office physically transports documents and packages.○ Email messages are delivered electronically.		<ul style="list-style-type: none">• In the 19th century, how did the development of the Pony Express, railroad and telegraph affect the lives of Native Americans in Missouri? European immigrants? African Americans?• What are the major highways in Missouri? Why were they built? What locations do they connect? Who uses them?• Describe how access to the internet has affected people’ lives in Missouri.
<u>Stimulus Materials</u>		
Primary sources, audio recordings, photographs, secondary source readings, timelines		

Grade 3 Social Studies: Content Standard		3.EG.5.F.a
Theme	Understanding relationships between and among regions	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Identify regions in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 1</u>
Students will be able to name and locate the regions in Missouri.		<u>Item Format</u>
		Selected Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the following:		<ul style="list-style-type: none">Label Missouri’s regions on the map below:<ul style="list-style-type: none">Glaciated Till PlainAlluvial River PlainOsage PlainsOzark HighlandMississippi Lowlands 
<ul style="list-style-type: none">Locating and naming the 5 Regions in Missouri (i.e., Glaciated Till Plain, Osage Plains, Alluvial River Plain, Ozark Highlands, and Mississippi Lowlands)		
<u>Stimulus Materials</u>		
Primary sources, maps, secondary readings		<ul style="list-style-type: none">Which region do you live in? Describe what the land looks like to someone how has never seen it.

Grade 3 Social Studies: Content Standard		3.EG.5.F.b
Theme	Understanding relationships between and among regions	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Compare regions in Missouri.	
<u>Expectation Unwrapped</u> Students will be able to distinguish the differences in the five regions in Missouri.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the comparison of all five regions by using the following characteristics: <ul style="list-style-type: none">Physical featuresNatural resourcesSoilLocationClimateLand use		<u>Sample Stems</u> <ul style="list-style-type: none">Find images of the different regions in Missouri. Compare how that is land used differently in the five regions of Missouri.Which of the following statements is true?<ul style="list-style-type: none">The Glaciated Till Plain has the coldest climate in Missouri.The Mississippi Lowlands is mountainous.The Ozark Highlands are made up of mostly water.
<u>Stimulus Materials</u> Primary sources, maps, photographs, graphic organizers		

Grade 3 Social Studies: Content Standard		3.EG.5.G.a
Theme	Understanding geography to interpret, explain and predict	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Explain how geography affected important events in Missouri history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to explain how geography affected important events in Missouri history.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• St. Joseph and the Pony Express• Independence, the jumping off place for the trails west• St. Louis, the gateway to the west (Mississippi and Missouri Rivers)• Tornado Alley (Joplin Tornado)		<ul style="list-style-type: none">• What about St. Louis’s geographical features lent itself to becoming the gateway to the west?• Why was St. Joseph a good choice for the Pony Express in Missouri?<ul style="list-style-type: none">○ It was connected to the east by railroads and the Pony Express.○ It was a big city in Missouri.○ There were many horsemen located in St. Joseph.○ People loved mail in St. Joseph.• Why did Kansas City grow after the invention of the railroad?
<u>Stimulus Materials</u>		
Primary sources, journal entries, historic documents, maps, photographs, timelines		

Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions

Grade 3 Social Studies: Content Standard		3.RI.6.A.a
Theme Strand MLS	Cultural characteristics of all people	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Compare the cultural characteristics of regions in Missouri.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
Students will be able to compare the cultural characteristics (a way of life for a particular ethnic group) of Missouri with other states in the nation.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• Why do people celebrate October fest? How is it tied to people’s history?• What is the festival of the Veiled Prophet? Who celebrates it?• Why is the American Royal an important event in Kansas City?
Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Language• Celebrations• Customs• Holidays• Artistic expression• Food• Dress• Traditions		
<u>Stimulus Materials</u>		
Graphic organizers, photographs, audio and video recordings, journal entries, secondary readings		

Grade 3 Social Studies: Content Standard		3.RI.6.B.a
Theme Strand MLS	Methods of resolving conflicts	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Take part in a constructive process or method for resolving conflicts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to identify steps in a conflict-resolution method and take the problem through the steps to reach a solution.		<u>Item Format</u> Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Conflict Resolution Steps:<ul style="list-style-type: none">Identify a problem.List alternatives.Select materials for judging the alternatives (other people’s perspective).Evaluate the alternatives.Make a decision.		<u>Sample Stems</u> <ul style="list-style-type: none">What are the steps in a conflict-resolution method?When students are in a conflict:<ul style="list-style-type: none">What is the problem?What are possible alternatives/solutions to the problem?Look at your peer’s alternatives.Judge the alternatives listed.What should we do to solve the problem?
<u>Stimulus Materials</u> Graphic organizers, flow charts, scenarios		

Grade 3 Social Studies: Content Standard		3.RI.6.C.a
Theme Strand MLS	Ideas and beliefs of different cultures	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Research stories and songs that reflect the cultural history of Missouri.	
<u>Expectation Unwrapped</u> Students will investigate stories and songs that reflect the cultural history of Missouri.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following stories and songs: <ul style="list-style-type: none">• “Missouri Waltz”• Laura Ingalls Wilder (Little House on the Prairie series)• Scott Joplin (ragtime)• Dred Scott (slavery)• Cherokee Trail of Tears		<u>Sample Stems</u> <ul style="list-style-type: none">• How do these stories reflect the history of Missouri?<ul style="list-style-type: none">○ Little House on the Prairie○ Scott Joplin’s biography○ Dred Scott trial○ Cherokee Trail of Tears• What is the state song of Missouri? How do its lyrics reflect our state?
<u>Stimulus Materials</u> Primary sources, sheet music, quotes, diaries, journals, photographs		

Grade 3 Social Studies: Content Standard		3.RI.6.D.a
Theme Strand MLS	Cultural heritage and preservation	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Describe how people in Missouri preserve their cultural heritage.	
<u>Expectation Unwrapped</u> Students will be able to describe how Missourians celebrate and honor their cultural heritage.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Monuments and memorials (e.g., the Gateway Arch, Tom and Huck Statue, Pony Express Statue, Trails End Monument, George Washington Carver National Monument)• Museums (e.g., Pony Express Museum, The Negro Leagues Baseball Museum, Harry S. Truman Library and Museum, Laura Ingalls Wilder Historic Home and Museum)• Sports (e.g., Kansas City Royals, St. Louis Cardinals, St. Louis Blues, Kansas City Chiefs)• Missouri Day (first Monday in October, established 1915)		<u>Sample Stems</u> <ul style="list-style-type: none">• Where would you go to visit each of these sites?<ul style="list-style-type: none">○ Pony Express Museum○ The Negro Leagues Baseball Museum○ Harry S. Truman Library and Museum○ Laura Ingalls Wilder Historic Home and Museum• Choose a Missouri museum and research it by examining its website. Summarize what you would see there.• What is the importance of Missouri Day?• Which is your favorite Missouri sports team and why?
<u>Stimulus Materials</u> Primary sources, photographs, journal entries, short stories, websites, field trips		

Grade 3 Social Studies: Content Standard		3.RI.6.E.a
Theme	Changing roles of various groups	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Examine the changing roles of Native Americans, immigrants, African Americans, women, and others in Missouri history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Students will be able to explain how different groups of people influenced Missouri and explain how their roles changed throughout history. This could include Native Americans, immigrants, African Americans, and women.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Native Americans<ul style="list-style-type: none">First people in MissouriDiverse Native American cultures in MissouriTrail of TearsNative American Missourians todayImmigrants<ul style="list-style-type: none">French immigrantsLewis and Clark ExpeditionLeaving the east and moving westGerman immigrantsModern immigrants to MissouriAfrican Americans<ul style="list-style-type: none">SlaveryEmancipationCivil rights movement 1950s-1960sFerguson protests (2014)Women<ul style="list-style-type: none">Right to vote through the 19th Amendment (1920)Changing roles in the workforce		<u>Sample Stems</u> <ul style="list-style-type: none">Who were the first people in Missouri?What are some reasons people came to Missouri in the past and still come to Missouri today?Why is it important to consider the many different groups of people who have come to live in Missouri?What traditions did ____ immigrants bring to the Missouri?Why is it important to think about the contributions to Missouri history of people from many different groups?
<u>Stimulus Materials</u> Maps, pictures, journal entries, letters, short stories, graphic organizers		